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Counselor*

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# *The School Counselor*

JOURNAL OF THE AMERICAN SCHOOL COUNSELORS ASSOCIATION

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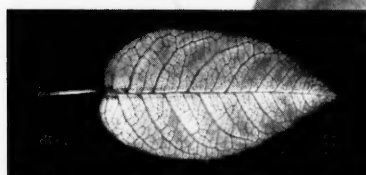
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## Our President Writes

**The School Counselor and Individual Freedom**—The need for a clear and widely understood definition of counseling has never been more acute than at this time. And no aspect of counseling needs more thorough consideration and explicit expression than does the counselor's attitude toward the student's freedom of choice.

Critics of our elective system in secondary schools charge that hundreds of thousands of our intellectually gifted students are drifting through high school on a soft cloud of co-educational homemaking, driver education, and life adjustment courses. Defendants of the elective system insist that the fault is not with the system but, rather, with improper or inadequate guidance of students in their election of courses. Loud, shrill voices from the halls of higher learning, the chambers of legislation, and the convention halls of professional societies cry out that we must steer, direct, guide, or counsel our students into "tough" courses. Students must be guided into mathematics and science in order to replenish our national manpower resources in this critically short area. They must be directed into modern foreign languages in order to enable this country to fulfill its responsibilities for leadership in world affairs. They must, in short, be made to serve the national need, and it rests with the counselor to make them do so. And to all this, on the local scene, a chorus of parents chants in response, "Make them take the subjects they'll need to get into college."

The counseling profession can ill afford to continue seeming to acquiesce to this public definition of its role. Indeed, the profession serves the nation poorly by its silence on this issue, whereas an articulate statement of the professional position would serve the nation well. No other profession is more deeply committed to the ideals of the democratic society than is the school counseling profession. No other profession is more deeply concerned with the preservation of that society. Of all the political systems devised by man, Democracy alone promises the freedom of self-determination and respect for the individual necessary for the fullest realization of each individual's potential.

Precisely because of his professional commitment to the ideals of freedom and respect for the individual, the counselor will not be used as the subtle instrument for the deprivation of the student's freedom. He will not—in the name of counseling—push, persuade, steer, or direct any student into any subject or vocational plan simply to relieve a general manpower shortage.

Is this obstruction of the general welfare? I think, rather, it is the simplest and most honest application of democratic principles, based on faith in the democratic ideals. It requires, however, a more positive statement of what the counselor *will do* and of how the needs of the society *will be met*.

The counselor *will* help the student to understand and appreciate the freedom which his nation safeguards for him. The counselor *will* help him to examine and assess his personal obligations as a citizen of this nation. The counselor *will* help him to understand his own abilities and to recognize their potential contribution in service not only to himself but also to others. And the counselor *will* thus help him to exercise his freedom of choice with all the maturity and responsibility of which he is capable.

Is this enough? Will the society's needs be met? Certainly this alone will not ensure that all the nation's manpower needs in all areas will be met adequately and continuously under all conditions. Even the most highly regimented programs of manpower utilization fall short of this goal, and it would be most unrealistic to attach such an expectation to a program of counseling consistent with the democratic ideals. But given freedom of choice, and given adequate counseling in the utilization of his freedom, the student will exercise his choice in response to the incentives and rewards fixed upon the various choices by the society. If the values of the society are sound and self-preserving, the manpower needs will be met, and the free society will survive.

## Editorial

The need for elementary school guidance is more urgent and intensive than ever. The need for broadening the guidance concept has long been recognized in many quarters. It is felt that the guidance emphasis was backwards—on high school and college and adult levels rather than upon the elementary level. In April, 1958, in St. Louis plans for increasing guidance services on this level were important objectives of several of the divisions of APGA. This is as it should be. ASCA should lead the way.

Jones and Miller writing in *The National Picture of Pupil Personnel and Guidance Services* (1954) listed the rapid growth of guidance in the elementary school as one of the ten most significant trends in the field. Seivers, in a Doctoral Thesis (1954), reported the use of 249 elementary counselors in 354 elementary schools in 28 states.

Recent events emphasize the current trend. The National Vocational Guidance Association in *Vocational Guidance Notes* (Winter, 1958), pointed up the indispensable place of the elementary school in guidance for career choice. These Notes stressed that adequate preparation for making wise vocational choices involves growth and development of children in the intellectual, social, and emotional areas over an extended period of time beginning in the elementary school. The Federal Government has recently made into law a four year, \$900,000,000 aid to education program. Part of the money is to be used for the extension of guidance counseling programs to facilitate identification and guidance of the bright and gifted child. This must begin in the elementary school.

*Continued on page (10)*

# Using an Evaluative Criteria to Evaluate High School Guidance Services\*

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Guidance services in 39 Arkansas high schools were evaluated by a committee of guidance specialists during a three-year period, from January 1952 to December 1954. The committee which went to each school for two days time was composed of three of the following persons: the State Guidance Supervisor, Hugh Lovett, and Counselor Trainers: H. G. Barnett, Glenn A. Cole, George Harrod, Olin E. Knight, and Charles G. Morehead. An evaluative criteria similar to that of the Cooperative Study of Secondary School Standards was used.

Arkansas had 3 to 4 reimbursed Counselor Trainers from 1946 to 1955. The state was divided into fairly equal parts, and each Counselor Trainer supervised his particular territory, making at least one visit each year of about 2 or 3 hours in each school with a certified counselor. In some instances two supervisory visits were made each academic year.

We realized that more than a short visit each year was needed. We also felt that as many of these programs were organized as early as 1946 they had developed enough to deserve an extensive evaluation and by more than one person. Therefore the State Guidance Supervisor and we Counselor Trainers thought a two-day evaluation of a school's guidance services by a committee of three or more guidance specialists would help our programs a great deal.

When we discussed the possibility of evaluations with our school counselors, most of them were quite interested, and the ones who first requested evaluations were the first ones our evaluative committee called on. Accordingly we went as they asked for us, or as we thought evaluations would be of most benefit. At times a counselor would invite us to evaluate his program during the next semester, and on other occasions we would talk with the counselor a year before the evaluation. In every case the counselor had from 2 to 12 months to get ready for the evaluation.

After going over the plan of the evaluation with the counselor and discussing some of the Criteria with him we would write a letter to the superintendent, with a copy to the principal and another to the counselor telling them about the evaluation, purposes, advantages, and asking if a particular date—previously suggested by the counselor—would be satisfactory. After we had heard from the superintendent and/or principal—and most of them sounded interested at the opportunity of having their program evaluated

\* Paper read at annual Meeting of American School Counselor Association, St. Louis, April 12, 1958.

by guidance specialists—we would give the counselor further details concerning the faculty guidance committee (usually about six faculty members), who would go over the Criteria, discussing points as they marked them, and consulting with the superintendent, principal, pupils, or counselor when they felt they needed more information about their school's guidance services. The counselor also used the Criteria to rate his program as he saw it. Instructions given to all were that when in doubt, give the lower rating.

On the day the school had asked for the evaluation, the committee of three guidance specialists—the State Supervisor and two Counselor Trainers—would visit the school, and meet the counselor and administrators. Then in the principal's office with the superintendent present, we would go over the Criteria with the superintendent, principal, and counselor.

The instrument used was "Criteria for Evaluating Guidance Programs in Secondary Schools," Form B, Jan. 15, 1949, edited by Arthur L. Benson and Harry A. Jager, Occupational Information and Guidance Service, of the U. S. Office of Education. It was prepared by the Eighth National Conference of State Supervisors of Occupational Information and Guidance Services and Counselor Trainers. The Criteria is similar to the Cooperative Study of Secondary School Standards, *Evaluative Criteria*, 1950.

We first discussed with the administrators and counselor the description of the school and community: the pupil population, community influences, recent or anticipated influences. Then Part I, THE ADMINISTRATIVE BASIS FOR GUIDANCE SERVICES: *administrative leadership*: his training, philosophy, knowledge of guidance, how well he got support and cooperation of faculty and community; this is more or less spelled out, and we went over each question with the administrators, and they could comment, ask questions, and become better informed over what that position of leadership entails. Then *physical provisions and facilities*: how well the administrator has made provisions for the physical needs of the program, office space, equipment, materials, adequacy of budget, testing materials, other guidance materials, counselor-pupil ratio, adequate clerical help, filing cabinets, how well he has facilitated the organizational and physical needs. The *training* of the administrator so far as guidance work goes and how well he provides for the training of the counselor and the in-service training of the total school staff was discussed. After going over the first part tactfully on the Administrative Basis for Guidance Services with the administrators, it was almost noon, and usually there was a special lunch with the administrators, counselor, faculty guidance committee, and guests.

The first afternoon of the evaluation we would usually go over the Criteria with the faculty guidance committee and discuss the strengths and weaknesses of the program and get their constructive suggestions. Just as the morning session was a learning situation for the administrators, the afternoon session was a learning situation for the faculty committee.

During the second day, we went over with the counselor Part II of the Criteria, GUIDANCE STAFF, in his office where we examined his files to study evidence of his work. All of the evaluation was in the spirit of help from consultants rather than in any spirit of fault finding.

Under the topic Guidance Staff we discussed Guidance Leadership which has to do with the preparation and qualifications, experience, and personal qualities of the counselor, his organizational activities, any publications, professional reading, non-academic activities, any recent graduate work, study of school problems, referral consultants. Then we went over Part III with the counselor, GUIDANCE SERVICES. In evaluating the individual inventory service, we examined in detail several individual folders for sophomores, juniors, and seniors. There are over four pages in the Criteria devoted to the individual inventory: what is in each student's folder, how the data are used, how the material could be used more effectively, what should be in the record that isn't—especially, adequate counseling notes.

Then we discussed the *information services*. Next the counseling services: provisions for counseling, principles of counseling, procedures used in counseling—this section was probably the most difficult to evaluate and was based more on subjective judgment than any other. Then, the *placement services* and *follow-up services*; the latter we often found inadequate or neglected.

Part IV was SERVICES COMPLEMENTARY TO THE GUIDANCE PROGRAM: facilitating pupil adjustment to the school, and what is done for helping pupils get ready for the next step—either training in school or on the job.

Part V, GUIDANCE SERVICES AS AN INFLUENCE ON TOTAL SCHOOL DEVELOPMENT was another rather subjective evaluation: what information the counselor has given to the administration and faculty, which part of the information was used to improve the instructional program and the pupil personnel program, and just what happened, and any evidence of the influence of the guidance services on pupil attitude and adjustment.

Before the evaluation, I always asked the counselor in my territory to have objective evidence ready for all parts of the Criteria; he could say to the committee, for example, "Here are the data I gave the administration and the faculty on achievement in reading, mathematics, and science, and this is what was done to the curriculum as a result of these data."

Finally, Part VI, OUTSTANDING CHARACTERISTICS OF THE GUIDANCE PROGRAM, dealt with best elements or characteristics, least adequate or in greatest need of improvements being made and planned.



*Future plans* revealed the counselor's ability to size up the present situation in terms of what was needed.

Part VII, GENERAL EVALUATION OF THE GUIDANCE PROGRAM, was a summary of the adequacy of provisions of personnel, quarters, and materials, how well facilities and resources available are being utilized, and the extent the school is integrating its guidance services with general school objectives and using guidance services as a tool in the total school development.

At the end of the first day of evaluation, the evaluative committee would get together to discuss everything evaluated in the Criteria that day and discuss our ratings on the checklists until agreement was reached. Ratings were as follows: condition or provision is present or made to a very satisfactory degree; or to some extent or only fairly well made; or not present or not satisfactory; or does not apply or is not desirable. The evaluations were on a scale from 5 for very superior to 1 for very inferior, or N for does not apply. During these discussions we would raise questions that we wanted to explore further the next day, and each of us had the opportunity to give our own evaluation of each section of the Criteria.

Some time during the first or second day—whenever it was most convenient for the students' schedule—we met with a representative or random sample of high school students, approximately 25 or 30 in the smaller high schools, and in the city high schools, two or more groups of 25 or 30. After giving the students a brief orientation as to what the school and the committee were doing and the contribution students could make in improving their guidance services, we administered the questionnaire we had compiled, telling them that their names would not be placed on the questionnaire—only whether sophomore, junior, or senior.

The questions concerned what they knew about their individual folder, whether the counselor had discussed with the student the information in his folder, what tests he had taken, whether he had taken a course in occupational information, what he knew of the occupational information library, whether he had discussed with the counselor his educational-vocational plans, his interests, his strengths, his weaknesses; whether test results had been explained to him; whether the counselor had helped him in finding a part-time or full-time job; in what ways the counselor had been of most help and least help with future planning; what he liked best about the counselor or the guidance program, what he liked least about the counselor or guidance program; and suggestions for improving the guidance program.

After the students had filled out the questionnaire, we discussed their guidance services with them, assuring them that they would not be identified with anything they said. They opened up, talked freely, and seemed to welcome this opportunity of discussing their guidance services. We felt that

the questionnaire and the discussion with the students were most valuable. Many students had considerable insight into the strengths and weaknesses of their guidance services. We quoted them exactly—not using their names—on what they said in the discussion, and the suggestions, criticisms, and comments on strengths and weaknesses they wrote on the questionnaire. In some cases it was evident that the counselor had not interpreted guidance services very well to the students. The committee felt that the comments and suggestions made by the students were an outstanding part of the evaluation—this part alone was worth the time and trouble.

After these sessions with administrators, counselor, faculty committee and student groups, we made a final call on the administrators and orally summarized the evaluation, telling them that we would mail them our written report. One of the evaluative team was named chairman and would prepare a rough draft, send it to the other members of the committee for their suggestions, additions, deletions, which he would incorporate. The final draft was mimeographed by the State Supervisor who sent it to the administrators and counselor of the school we had evaluated.

Some three years later I wrote Arkansas Guidance Supervisor Lovett for his reaction to these evaluations. He replied:

"I feel that this is one of the best pieces of work that we have done in Arkansas to improve the quality of guidance services. We are still furnishing North Central Committees with final evaluation reports. They are looking into them to see if the particular schools have made the improvements that the committee recommended. . . . Supervisory visits to many of these schools since these evaluations were made revealed numerous improvements which, we think, are direct results of the recommendations made by the evaluating team. The improvements range from more adequate office space to better counseling schedules, improvements in occupational and educational information, better budgeting for guidance materials, and many others."

Our Counselor Trainers had reactions similar to that of the State Guidance Supervisor. In these evaluations we didn't leave a stone unturned: we discussed many details of the guidance services, and the interaction among three outsiders and the local administrators, faculty, counselors, and students brought out many strengths, weaknesses, and suggestions. It was most stimulating and challenging to all of us. Counselors told us it gave guidance services a tremendous boost. It interpreted the services to administration, faculty, and students in a most effective way; it gave emphasis, importance, and recognition to guidance services. An account of the visit was in the papers; the pupils told their parents about the evaluation and their part in it. Outsiders asked us about it—visitors from outside the state observed an evaluation.

So far as the statistical part of our evaluations went, we didn't rate the 39 programs in rank order—that wasn't the purpose, even though we spent much time on the rating or evaluation of each item on the Criteria. The

numerical rating on each item and section gave the particular school an idea of how it compared with other schools and spelled out strengths, weaknesses, and suggestions for improvement.

The only regret we as well as many of the administrators and counselors had was that we couldn't continue these evaluations, and that we didn't start sooner. Although we wanted to have parents, school board members, and other lay people in on these evaluations, we didn't seem to have that much time—their presence would have interpreted guidance services to the entire community. If the administrators and faculty members could have had this in-service training sooner, and periodically, our guidance services could have made much more progress. This method of evaluating guidance services was systematic in-service training and an interpretation of the program to faculty and administrators who can do much to help the program or drag their feet. If the faculty and administrators hadn't received this training during the evaluation it would have taken many months for them to have absorbed this much about guidance services, and some of them would probably never have understood as much about guidance programs.

## **What is the Best Way to Give Away \$16,000?**

DON LEUSSLER

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Each year a local company gives four seniors in our town scholarships which can amount to \$4,000 (or more) over a four year period. Some of the students who have received these scholarships have not been successful in college. In fact, there have been more students who have not been successful than was pleasing to the selection committee. The committee wanted to have additional help so that they might select as few unsuccessful college students as possible.

What is the best method of choosing these students? Minnesota has a state-wide testing program. One of the tests which is included is the A.C.E. (American Council on Education Psychological Examination). The scores were returned to the school as percentiles—75th percentile in this case meaning that approximately 75% of the college freshmen who took the test scored below the high school student. This score helps to predict how well the high school student will compare with college freshmen.

Along with this, the student's class rank is figured at the end of the junior year and put on a percentile basis. In past years, students who wished to apply for the scholarship must have had a score of 50 or above when the A.C.E. score and the high school rank were averaged.

Last year, due to the interest of the company and the committee in making as reliable a selection as possible, the applicants for the scholarship were requested to take additional tests and the principals of the high schools involved were asked to rate the students—this in addition to ratings received from others in the community.

The additional tests given to the candidates were as follows: The Ohio State University Psychological Test. The score on this test (the percentile of college freshmen scoring below the student was used) was compared to the student's A.C.E. percentile score. It was felt that this would serve as a check on the A.C.E. score, and, also, in some cases, be more valuable in predicting success in college.

The Strong Vocational Interest Blank. The results of this test were compared to the student's stated vocational aims. If a student stated he was interested in becoming a lawyer, and he had "C" scores in that group, and "A" scores in the technical group (group IV) it was felt that he would have less of a chance of being a successful college student than one who stated he wanted to become a lawyer and had "A" or "B+" scores in that area.

The Minnesota Counseling Inventory. Scores on this test indicate the student's adjustment in family and social relationships, and emotional stability (scores in other areas are also given). If a student rated poorly in family relationships or emotional stability, or perhaps both, it was felt that he was less likely to be a successful college student than one who received a satisfactory score.

These were the additional tests given. The purpose was to help the committee select successful college students. We employed this method this year. We hope it will enable us to do a better job of giving away the \$16,000.

*Editorial continued*

From all parts of the country come reports that children cannot read. This September, New York City Schools are retaining 4,000 pupils in the 7th grade because they cannot read. Furthermore, this number represents only one-quarter of the actual number of pupils with reading handicaps. A study by the New York City Schools Vocational Advisory Service showed that fifty-five per cent of a group of normal young people, sixteen to twenty-five years of age, read at a rate below that expected of an eleven-year old child.

This kind of study can be multiplied over the forty-eight states. The results collaborate other available facts. Guidance should begin in grade one and should continue throughout the school life of the child. Skilled counselors are needed to help implement these services and to assist teachers in carrying out guidance functions. It is not too much to ask for one trained guidance specialist for each elementary school of 900 pupils. ASCA must work diligently to make elementary guidance a reality.

# Peer Group Regulates Role Playing

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AND

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The varied uses of role-playing are becoming increasingly popular as teachers explore the dramatization possibilities in their classrooms. As a technique of guidance, role-playing or sociodrama can be used to make problems evident, to resolve conflicts, to "try on" patterns of behavior or to bring out the interactions of different age groups.

Recently a sixth grade group was given five problem stories for role-playing. Two of the stories centered around a home situation, two were about an incident at school and one concerned the school community. After an open-ended story was told to the group, a discussion or "warm-up" preceded the first dramatization. An evaluation of the version followed each portrayal of the story ending. All of the dramas and the ensuing discussions were tape-recorded for further study.<sup>1</sup>

## *Dirty Hands*

The first crisis story centered around an incident in the home. This story offered the child an opportunity to apologize or to be contrite for the extra work which his thoughtlessness caused. Although the incident may have been somewhat childish for this age group, the reactions of both mother and boy were in keeping with the roles.

According to the first unfinished story, Ted was building bridges in the mud, when his mother called him to lunch. Since Ted is in a hurry he just poked his hands under the running water. Noticing his dirty hands mother followed him down the hall to see that he washed thoroughly.

Although the story did not state that Ted had dried his half washed hands on the clean towel, all of the pupils inferred that he did, as shown by this dramatization:

Mother: What are you doing, Ted?

Ted: Washing my hands.

Mother: Doesn't look like it on the towel. Why did you get all that mud on your hands in the first place?

Ted: I don't know. Having fun.

Mother: What was your fun about?

Ted: Building bridges.

Mother: What is your bridge built out of?

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<sup>1</sup> Myrtle Rohlfing Youssi, *The Value of Role Playing as a Guidance Technique for Elementary Teachers*. Unpublished master's thesis, University of Wyoming, Laramie, 1954.

Ted: Mud, sand, and water.

Mother: I see. Well, get your hands washed and come on in for lunch.

Ted: O. K.

Most of the children who played the part of the mother expressed anger when they saw the dirty towels. One girl-mother, whose voice was very loud and shrill, asked, "Are you going to wash your hands on those clean towels? Why did you get your hands so dirty in the first place?" Speaking with a tone of authority, another girl-mother said, "Get those hands nice and clean. If you get those towels dirty, I am going to send you in to wash them over." None of the boys who played the part of Ted showed any inclination to apologize nor did they indicate that they were sorry to have caused extra work for their mother.

In the first drama a boy who had had several severe illnesses and broken bones, volunteered for the mother role. With exaggerated motions, he shouted gleefully, "I'm going to paddle you and paddle you." It was evident that he gloried in being the stellar attraction. The fact that neither his language nor his antics provided an adequate solution to the problem seemed to be of minor importance. The attention of the whole class was focused on him for the moment, and he had a place in the sun temporarily.

#### *The Slide*

The second problem story revealed that Mary was afraid to come down the slide fast. Annoyed at Mary's slowness, John pushed her off at the bottom of the slide and later squeezed past her on the ladder. In both incidents Mary's head was bumped and her face was tear stained when she came into the classroom.

During the following dramatization, John had an opportunity to talk back to the teacher without having to think about the consequences. Note how he used his chance to good advantage to get some resentment against a teacher out of his system without bringing harm to himself or to the teacher.

Teacher: What happened, Mary?

Mary: Oh, that John. He pushed me off the slide, and then he pushed me aside.

John: Well, I wanted my turn.

Teacher: Is that true?

John: Yeah, but she's so slow. Heck, she gets right in my way. What else could I do?

Teacher: (Sternly) You can wait your turn.

John: Oh, I'd be there all night.

Teacher: What if you were the one that got pushed off? What would you think about that?

John: Well, I wouldn't be.

Teacher: You might be. Suppose you were the one?

John: I'm not supposin'. Besides nobody would push me off.

Teacher: They might, John.

John: Yeah?

Teacher: I'll let you off a little easier this time, but next time you're going to the principal.

John: Well?

Teacher: Never mind. You better apologize first.

John: Heck, I'm not going to apologize.

Teacher: You better.

John: Well, if she hadn't been so slow.

Teacher: I know, but you're going to the principal, if you don't.

John: I'm not either.

Teacher: Apologize. (His voice became louder.)

John: I'm sorry—but if you go slow again, I'm going to—

Teacher: You're going to stay in during your play period for the next week.

John: Why?

Teacher: Remember the next time. You are getting off this time. Mary, go down to the nurse and see if your head is O. K.

This drama showed the pupil-teacher, a boy, refusing to accept John's excuses and alibis. It seemed to be very difficult for the boy taking the part of John to apologize, but the pupil-teacher gave no quarter until he heard, "I'm sorry." Both the attitude and tone indicated John's lack of remorse. He continued to splutter in spite of the threat of the pupil-teacher to take away his play period for an additional week.

In meting out punishment, one pupil-teacher said, "Well, since you were so rough at play period, we'll just stay in at noon tomorrow. I'll have some special work for you all figured out."

All of the children who played the role of the teacher gave the accused boy a chance to explain. Furthermore, none of the boys who played the role of John tried to escape punishment by denying his guilt. The pupils seemed to understand and appreciate the fact that the teacher must consider both sides of the question; they also expressed the opinion that the punishment should be just and should match the offense in severity.

### *A Halloween Trick*

The third open-ended story centered around a school community problem. Hal and Hilda stayed one afternoon to help put away materials after the class had been making Halloween masks. They continued to loiter in the room and hall until the janitor was ready to lock the door. As they left the building they saw the school bus and decided it would be a good trick to soap the windows. When they finished, they saw the night watchman at the corner of the bus garage.

The story was so structured that the pupils had to make their own interpretation of what the watchman saw. Two different portrayals were given: (1) the watchman actually witnessed part of the soaping, and (2) he inferred from the fact that they were seen near the bus that they probably were the culprits.

Evasion seemed to be the approved way to avoid an unpleasant situation as long as it was connected with Halloween. Mark the inclination to cover up the actions of the two children as depicted in this version.



- Watchman: What are you kids up to?  
Hal: Nothing. We're just looking at the pretty windows.  
Watchman: Pretty windows, are they? I suppose the bus driver can see through them tomorrow?  
Hilda: I saw some kids here.  
Watchman: The kids looked just like you.  
Hal: Oh, gee whiz.  
Watchman: They were—they were just exactly like you. (Pause)  
Hal: Maybe he saw us.  
Watchman: What are you going to do about this?  
Hal: Nothing.  
Watchman: Don't you suppose I ought to call your parents? You should have been home an hour ago.  
Hal: If you call our parents we won't get to go trick or treats.  
Watchman: So I thought. All I'll have to do is call your parents. Then I think I'll call the principal.  
Hal: No, please.  
Watchman: Well, it's going to have to be that way because if you were my children, I'd really whale you.  
Hal: Oh, oh, please.  
Watchman: No, no pleading about it. I'm going to call your parents. Besides that you have to wash it.  
Hal: Wash it? (He was so surprised he really yelled the words.)  
Watchman: Uh-huh.  
Hal: The whole thing? Oh, gee whiz.  
Watchman: There is no "gee whiz" about it. Better hop to it. (The two children grumbled and mumbled to themselves.)  
Watchman: It's either that or something else. I'll call your parents if you don't wash. You messed up public property. The bus driver can't see, and a lot of innocent children might be hurt. There's no two ways to it.  
Hal: I guess we have to.  
Watchman: O. K. That's better.

None of the pupils playing the role of the watchman let Hal and Hilda escape without punishment. In one dramatization the pupil-watchman in trying to convince the children that soaping the bus was not a good trick, stated, "Well, maybe it's fun, but if the bus were your property, you could do it, but it's not your property. It's not mine either. It's the whole school's."

Several of the pupil-watchmen emphasized the point that boys and girls must accept responsibility for their actions. In one sociodrama the pupil-watchman brushed aside the alibis given by Hal, who had pretended he had not been involved in the incident, by saying, "Would you rather wash it yourself or pay enough money for someone else to wash it?" A definite decision was quickly made with the bald statement, "Wash it myself."

### *The Party*

The fourth problem story involved members of a family. It seemed probable that the children would interpret the roles, as they had experi-



enced them or as they would like to experience them. Through the interpretation of the parent roles, the children were given an opportunity to show their maturity by the behavior they expected the children in the story to show; the pupils playing the roles of the two boys had a chance to show consideration and appreciation for certain privileges.

The story revealed that Sam and John wanted to have a dinner party for the pupils in their class. Father assented if everyone helped mother with the work. The boys proved to be more of a hindrance than a help in the preparations, so they promised to clean up and wash the dishes after the party. After the party, mother stacked the dishes. In a short time the parents returned to the kitchen to ascertain the progress being made with the dishes.

- Mother: I see you boys are keeping your promise.  
Sam and John: Yeah.  
Father: You don't look very happy about it.  
Sam: Gosh, it's not fun.  
John: The water's hot.  
Mother: Put some cold in.  
Sam: Now it's too cold.  
Father: Don't be so helpless and put so much in.  
John: If you put some more hot, then it'll be too hot. Are we supposed to clean the basement, too?  
Mother: You're the ones that wanted the party.  
Sam: Oh, Shucks.  
Mother: I had to do most of the decorating while you were gone this morning.  
Sam: We were too busy out inviting kids.  
Father: You took the whole morning to invite children?  
John: Yeah, we had to go all over town.  
Father: You could call them on the telephone.  
John: Don't know all the numbers.  
Sam: They don't all have telephones.  
Mother: You know, I think you could have asked at school.  
Father: You know, I think you guys need a working over.  
Sam: We paid for all the decorations out of our allowance.  
Mother: Well, you ought to help in some way.  
Father: If you'd hurry, it would only take you about ten minutes more.  
Mother: You know, you've got the basement to clean up. You're just wasting time.  
Sam: O. K. We'll hurry.  
John: O. K. What do we do with the things in the basement?  
Mother: Well, the things you don't want throw away, of course.  
Father: They're out of your own allowance.  
John: Let's not have any more parties.  
Sam: I agree. Let's go.

In the evaluation which followed the dramatization, the pupils did not seem to regard their behavior as disrespectful to their parents. The grumbling and talking back which the children did appeared to be either normal

behavior for them or behavior which they would like to display under these conditions. Although the two boys grumbled about cleaning up after the party, in each portrayal they went through the motions of doing the work they had agreed to do.

In one drama, the pupil-father reproved the boys for not appreciating what the mother had done for them by saying, "After all, your mother made that nice dinner and everything. I think you should be considerate." In another portrayal, the mother seemed inclined to nag and argue as she remonstrated with the boys for spending the morning inviting the groups, "You must have had quite a lot of exercise." and again, "Did you have to spend an hour at each house?"

Some of the children admitted that they talked back and grumbled about things at home. One boy played the part of a grumbler so convincingly that it seemed to be his own role that he was revealing.

### *The Library Book*

The fifth problem story centered in the library with the principal in the role of authority. This story permitted the pupil-principal to reveal maturity through his manner of handling the situation, his method of punishment and his requirements for restitution. The roles of the three children showed how they valued library books, what responsibility they were willing to assume for a damaged book, and to what extent they respected the authority of the principal.

According to the problem story three children were laughing and talking about some pictures in a book. As Ted stretched up to put the book back on the shelf, Hal reached over and tickled him. Ted yelled and bumped into Mary, who was holding several books. The books fell to the floor and one book broke open. As Mary stooped to gather the pages, the principal walked in.

Mr. Walker: What happened here?

Mary: Well, Hal tickled Ted and bumped into me. I fell down, and so did my books, and the back broke off of one of them.

Mr. Walker: What do you have to say about this, Hal?

Hal: It was lots of fun. I admit it didn't turn out very funny.

Mr. Walker: What do you have to say about it?

Ted: I couldn't help it. He tickled me, and then I bumped into her. Crumb.

Mr. Walker: Whose fault do you think it was?

Mary: Ted, I mean Hal.

Mr. Walker: What do you think about it, Hal?

Hal: It was probably my fault.

Mr. Walker: Why did you tickle Ted in the first place?

Ted: Yes, why did you?

Hal: Just for a joke.

Ted: I was just reaching.

- Mr. Walker: Well, the library is for reading and getting books not for jumping and screaming.
- Hal: I didn't know he was going to yell and scream.
- Mr. Walker: You know he is ticklish.
- Hal: I tickled him lots of times before and he just stood there and laughed.
- Ted: I don't see why you had to do it. Heck, you always want to do stuff and get everybody into trouble. You ruined that big new book.
- Mary: It wasn't new.
- Mr. Walker: What do you think we ought to do about it, Hal?
- Hal: I don't know.
- Mary: I think we should pay for it.
- Hal: O. K. you pay for it.
- Mary: Not only me.
- Mr. Walker: I think you better pay for that book. It's beyond repair. You will have to split the money.
- Ted: How much does it cost?
- Mr. Walker: Ask the librarian.
- Ted: I still say Mary ought to pay all of it.
- Mr. Walker: If you aren't quiet you won't come in this library for two weeks.
- Mary: Can't we just put it back together?
- Mr. Walker: You're all going to pay for it. (He spoke sternly).
- Mary: I was just putting the book back.
- Ted: You tickled me.
- Hal: You tickled me lots of times.
- Ted: No, I didn't.
- Mr. Walker: Stop arguing. Go tell the librarian that you're sorry, that you won't be noisy in the library any more, and give her the money for it.
- Hal: O. K.

The children who played the part of pupils in this story readily admitted their part in breaking open the book. Invariably the girls who played the role of Mary offered an explanation of what had happened at the first opportunity. Since the principal saw Mary attempt to pick up the loose pages, the need for such an explanation was understandable. However, none of the "Marys," would accept all the blame; each "Mary" implicated the three children in the incident.

In one dramatization there seemed to be a shifting of responsibility. At the beginning of the discussion, Mary stated, "Well anyway, it was all Hal's fault." and Hal replied, "You shouldn't have dropped your books." Later when the principal said that all three of them should help put the book back together, Ted spoke up with, "She dropped the book." Ted and Hal then agreed to pay for the book, but Mary was determined to avoid any responsibility for the book as evidenced by her reply, "I won't. I don't think it is fair. They bumped into me."

### *Implications for Guidance*

Sociodrama is a medium for making needs of children known to teachers. Attitudes and values come to the fore in role playing. This technique pro-

vides a means not only to study individual portrayals but also the reactions of the group to individuals. Through role-playing social and emotional levels of maturity are made evident. Maturation is revealed through spontaneity of expression, through ability to respond to a change of direction in conversation and through the capability to return the conversation to the immediate problem situation. Since role-playing penetrates much deeper into the feelings and emotions of pupils than ordinary classroom procedure is able to do, it has become invaluable as a diagnostic instrument in guidance.

## What is Elementary Guidance?

KENNETH A. MEYER

*Elementary Counselor, Hicksville Public Schools, Hicksville, New York*

Since my original article on Elementary Guidance<sup>1</sup> was published in the *School Counselor*, many inquiries have come to my office seeking clarification of the functions of the program. It is hoped that the answers to the following questions will give a clearer picture of elementary guidance.

**What Should Be the Student-Counselor Load on the Elementary Level?** It is felt that for the most effectiveness there should be one counselor for every elementary school or one counselor for every 1000 youngsters. Any counselor load above this amount will most likely produce an ineffective program.

**How Does Elementary Guidance Differ from Psychology?** My colleagues and I are cognizant that for years the psychologist worked mainly on the elementary level doing diagnostic work-ups and counseling. Administrators have found that the philosophy of the psychologist leaned toward the clinical approach, with very little knowledge of teacher problems or techniques. The guidance counselor on the other hand is an experienced teacher sympathetic to pupil needs and understands the classroom problems that confront the teacher.

In my present situation I have found a very warm relationship with psychology. It is found that if the counselor and psychologist are in the same school on the same day, a team approach can be worked out to aid the individual child. When a case is referred by the principal to guidance, the counselor ascertains all the facts, discusses these facts with the psychologist, and if it is found that projective techniques are needed to determine the underlying causes of a problem the psychologist will handle that tech-

<sup>1</sup> Meyer, Kenneth A. and Winant, Martelle D., "Twelve Point Program of Elementary Guidance," *The School Counselor*, March, 1958.

nique. If an academic problem is also involved, the counselor will do the diagnostic workup to determine the child's achievement. When all data are collected a case conference is held with the principal, teacher, counselor and psychologist. Recommendations are made and put into practice. Post-conference observations are made and recorded by the teacher who in turn reports back to the principal, psychologist and counselor.

Basically, in counseling, the psychologist and counselor use the same approach. However, the psychologist has been trained in advanced projective techniques and uses these techniques to probe underlying causes to problems. The counselor, as I have stated before, is teacher trained and has the understanding of the classroom situation. Regardless of the training both specialists have, we are cognizant of one thing. Both the counselor and psychologist are working towards the same end—adjustment of the individual child.

#### **What Background Should an Elementary Counselor Possess?**

The counselor should possess a minimum of three years of teaching, two years of which should be on the elementary level. Since reading is the basis of most academic problems, the guidance person should have a foundations course in reading problems, corrections, and disabilities. A good background in group and individual testing is desirable, plus courses in child psychology and mental hygiene. He should possess the basic graduate work to meet guidance certification in his state.

**What is the Purpose of Elementary Guidance?** The specific purpose of any elementary guidance program should be to promote the adjustment and academic development of each child and to find the cause and correction for his academic disabilities.

**What Services Should an Elementary Counselor Perform in the School Situation?** In my previous article I outlined the Hicksville Public School System's program. Our program may not fit the needs of all systems, however, it is my feeling that an elementary counselor should be responsible for: (1) Testing Program (ordering and administering tests, interpreting results, making provision for scoring of tests.); (2) Records, (recording and filing of pupil data, aiding teachers in keeping of and maintaining cumulative records.); (3) Assisting the administration in grade placement, homogeneous and heterogeneous groupings depending on the philosophy of the system; (4) Aiding the teacher in accepting and understanding children; (5) Working with other school agencies to aid the individual child; (6) Cooperating with outside agencies; and (7) Working with the child either on an individual or group basis.

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